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SAVE THE CHILDREN PROGRAM -
AN ANALYSIS OF CLIENT REACTION

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SAVE THE CHILDREN PROGRAM -
AN ANALYSIS OF CLIENT REACTION

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S.C. Department of Youth Services
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INTRODUCTION

Prison programs to deter juveniles from crime received national attention during the past year with the release of Scared Straight, a documentary film portraying Rahway State Prison's Juvenile Awareness Project Help, and with subsequent publication of two evaluation reports on the Program. The film's claim of a phenomenal eighty to ninety percent success rate for JAPH participants was refuted by the evaluation reports, which indicated that the Project had failed to produce a measureable deterrent effect, and may, in fact, have been counter-productive in that regard. Predictably, many individuals who initially had endorsed the prison program concept expressed second thoughts after reviewing the evaluation results. Nevertheless, the Scared Straight controversy has generated certain positive activities. Users of similar programs, guided by a policy statement of the American Correctional Association, are giving needed attention to the issues of criteria for participation, provision of followup services, and procedures for monitoring results. Notably, full scale evaluations of several programs are now in process.

"Save the Children," an inmate-administered project operating at Central Correctional Institution, has survived the Scared Straight controversy and continues to function, serving primarily clients of the South Carolina Department of Youth Services. In line with the ACA, the Department of Youth Services administration drafted a set of guidelines during August, 1979, reflecting its approval of the Program as an educational experience and stipulating provisions for voluntary participation, admission criteria, limitations on session content, followup counseling, and development of a questionnaire to gauge the preliminary reactions of youth

negotiating the Program. The Agency's Research and Evaluation Unit developed the "Save the Children" Questionnaire, with accompanying instructions for administration in September, and the instrument was utilized for the first time during October. The report which follows is an analysis of responses to all questionnaires received through January 31, 1980.

QUESTIONNAIRE STRUCTURE AND ADMINISTRATION

The "Save the Children" Questionnaire consists of twenty-nine numbered items, divided into a preliminary section covering demographic/social information (eight items) and three main parts containing various types of program-specific questions. Part I utilizes the format of a three point scale¹ (fifteen items); Part II, open-ended multiple choice questions² (three items); and Part III, simple "yes" or "no" questions (three items). These parts are designed to measure overall favorability toward "Save the Children," the extent to which clients identify with or relate to the inmates, inmate credibility, effectiveness of particular educational aspects of the Program, and, generally, whether clients feel that their curiosity about prison life has been satisfied by the experience. The questionnaire concludes with an optional, unstructured "Other Comments" section for clients who have something additional to say about their reactions to the Program.

The questionnaire was kept relatively brief, and care was taken to use simple language. Detailed instructions for administration, including the provision that items be read out loud, were provided to all facilities which

¹Clients are asked to respond to each statement by indicating "Agree;" "??;" or "Disagree."

²"Open-ended" means that clients who do not wish to select one of the provided responses may write in their own answers.

send clients to the Program. The large majority of personnel who administered the questionnaire reported that they felt the clients understood the language, and most indicated that they were able to complete the exercise in about thirty minutes. The researcher, who monitored two questionnaire sessions, noted that most of the respondents who were not finished within one-half hour were those who had opted to add their own comments at the conclusion. Full copies of the questionnaire and all accompanying instructions are provided in the Appendix of this report.

ANALYZATION

Demographic and Social Characteristics of Respondents. A total of 111 Department of Youth Services clients from four facilities participated in "Save the Children" during the four month period commencing in October, and all of them completed questionnaires. Items one through eight on the questionnaire dealt with selected demographic and social characteristics as well as factors relating to the client's status within the Agency. The large majority of the study population was derived from two residential campuses, with John G. Richards School contributing eighty percent, and Birchwood, seven percent. The remainder of youth were Youth Bureau clients from Charleston and Spartanburg (thirteen percent). Approximately seventy-eight percent of the participants from John G. Richards and Birchwood were first-time commitments, while twenty-two percent reported prior commitments ranging in number from one to four.

The average age of the study population was fifteen point nine years, with a range of thirteen through eighteen years. Only seven participants

recorded an age of less than fifteen years. The racial distribution of respondents was relatively balanced, with blacks accounting for a slight majority (fifty point five percent).

About one half of the "Save the Children" participants indicated that they lived with both parents, while thirty-eight percent reported a one-parent family structure, usually with the mother as its head. Almost two-thirds of the study population had been enrolled in the ninth or tenth grade in their home school. More than half of the respondents affirmed that they knew of a relative or close friend incarcerated in prison; by race these included exactly fifty percent of all white participants and fifty-six percent of all blacks.

Item Analysis: Part I. Reproduced in full below are items nine through twenty-three, which were presented on the questionnaire in scale format. Response patterns are indicated to the right of each statement, by number and percent. Clusters of questions intended to gauge one particular aspect of the Program are discussed as a whole rather than individually.

Items nine through twelve probe the client's general impression of the Program. A clear majority agreed that "Save the Children" was "Scary," but only about thirty percent felt that it "shook them up too much". Clearly, however, many of those in the thirty percent category still maintained that they were glad they had attended the Program, since the proportion agreeing to Item Number eleven was nearly ninety-three percent, with only about three percent selecting "Disagree". Approximately eighty-eight percent of the participants indicated that they would recommend "Save the Children" to a friend.

ITEM NO.	CONTENT	RESPONSES			
		Agree	??	Disagree	No Ans.
9.	The "Save the Children" Program was scary	No. 64 % 57.7	22 19.8	22 19.8	3 2.7
10.	The "Save the Children" Program shook me up too much	No. 33 % 29.7	22 19.8	55 49.5	1 .9
11.	I am glad that I went to the Program	No. 103 % 92.8	4 3.6	3 2.7	1 .9
12.	I would tell one of my friends to go through the "Save the Children" Program	No. 98 % 88.3	10 9.0	3 2.7	0 -

Items thirteen through sixteen assess the degree to which participants identified with the inmates, and inmate credibility. More than two-thirds of the respondents agreed that some inmates reminded them of themselves, and an even larger proportion (ninety-one percent) felt that the inmates had similar problems when they were growing up. In answering Item Number fifteen, almost ninety-five percent of the participants agreed that they were being told the truth about prison life. This raises certain questions about the response pattern to the next item, in which thirty-seven percent affirmed that the inmates made prison life seem tougher than it really is. The disparity might best be explained as expressed by one social worker, who, while administering the questionnaire to a Youth Bureau group, felt that the word "tougher" confused respondents. The wording of this item should be revised.

ITEM NO.	CONTENT	RESPONSES			
		Agree	??	Disagree	No Ans.
13.	Some of the inmates in the Program reminded me of myself	No. 76 % 68.5	14 12.6	20 18.0	1 .9
14.	The inmates had some of the same problems when they were kids that I have now	No. 101 % 91.0	3 2.7	6 5.4	1 .9
15.	The inmates were telling us the truth about prison life	No. 105 % 94.6	4 3.6	2 1.8	0 -
16.	The inmates made prison life seem tougher than it really is	No. 41 % 36.9	33 29.7	36 32.4	1 .9

Items seventeen through twenty-three reflect the educational aspects of the "Save the Children" Program. About ninety percent of all respondents felt that the Program taught them some things about prison life they did not know before. The role of drugs in crime involvement is an area strongly emphasized during Program sessions. More than three-fourths of the clients agreed that "Save the Children" would encourage them to avoid substance abuse in the future, while almost ninety-three percent indicated that the Program made them want to stay out of trouble with the law in general. Ninety percent related that the Program made them consider completing their education.

More clients responded affirmatively to Item Number twenty-one than any other part of the questionnaire--that is, over ninety-five percent agreed that the "Save the Children" Program had encouraged them to help themselves. In contrast, fewer than two-thirds agreed that the Program helped them realize that blaming things on the "system" is a copout, and the relatively

large percentage of uncertain responses to this statement, coupled with feedback from persons administering the questionnaire, targets it as an item for revision or possible omission in the future. About eighty-seven percent of the participants responded positively to the last item presented in scale format, which stated that the Program made them realize that people who break the law end up in prison.

ITEM NO.	CONTENT	RESPONSES			
		Agree	??	Disagree	No Ans.
17.	"Save the Children" taught me some things about prison life that I didn't know before	No. 99 % 89.2	7 6.3	5 4.5	0 -
18.	"Save the Children" made me feel that I should stay away from drugs and alcohol in the future	No. 84 % 75.7	21 18.9	6 5.4	0 -
19.	"Save the Children" made me want to stay out of trouble with the law	No. 103 % 92.8	6 5.4	2 1.8	0 -
20.	"Save the Children" made me think about finishing my education	No. 100 % 90.1	7 6.3	4 3.6	0 -
21.	"Save the Children" made me want to help myself	No. 106 % 95.5	2 1.8	2 1.8	1 .9
22.	"Save the Children" made me realize that blaming things on the "system" is a copout	No. 71 % 64.0	31 27.9	9 8.1	0 -
23.	"Save the Children" made me realize that people who break the law end up in prison	No. 97 % 87.4	13 11.7	0 -	1 .9

Item Analysis: Part II. Part II of the "Save the Children" Questionnaire contains three questions in a multiple choice response format. These items are presented and analyzed individually below.

The diversity of responses to Item number twenty-four is indicative that all components of the "Save the Children" Program are effective. Indeed, several participants were unable to select any one part and circled more than one response or wrote in "all of these." Many of the written responses were generalized, ie., "seeing what prison life is like," while some alluded to the violence depicted or described in the Program.

24. What part of "Save the Children" impressed you most?	RESPONSES	
	Number	Percent
A. seeing what the cell blocks looked like	27	24.3
B. rapping with the inmates	33	29.7
C. seeing the "death house"/electric chair	18	16.2
D. other (please write in)*	29	26.1
(no answer)	4	3.6

*The "other" responses included nine indicating "A", "B", and "C" or "all of these", one indicating "A" and "B"; and one indicating "B" and "C", and eighteen written answers.

While the majority of clients answered Item number twenty-five by indicating that they would not change the "Save the Children" Program, a substantial proportion, more than one-third, responded that they would make it tougher. Notably, fewer than ten percent felt the Program should be easier for participants.

25. How would you change the "Save the Children" Program if you could?	RESPONSES	
	Number	Percent
A. make it tougher	38	34.2
B. make it easier on the kids	11	9.9
C. wouldn't change it, it's good program already	57	51.3
D. other (please write in as many things as you want)	3	2.7
(no answer)	2	1.8

The majority of youth responding to Item Number twenty-six indicated that the threat of sexual assault was the most frightening prospect related to imprisonment. Some respondents had difficulty prioritizing one answer and circled two or three. Several of the written answers emphasized physical violence and/or the possibility of being killed as, for example: "The thought of not waking up the ne^x morning because of being stabbed to death in my sleep."

26. What would scare you the most about going to prison?	RESPONSES	
	Number	Percent
A. being locked up all the time	19	17.1
B. the threat of being beaten up	8	7.2
C. the threat of being sexually assaulted	59	53.2
D. other (please write in)*	23	20.7
(No Answer)	2	1.8

*The "other" responses included eight indicating "B" and "C", two indicating "A" and "C", seven indicating "A", "B", and "C" or "all of these," and six written answers.

Item Analysis: Part III. Part III of the "Save The Children" Questionnaire (Items twenty-seven through twenty-nine) contains three questions related to program participation in a simple "yes" or "no" format.

According to the responses given to Item Number twenty-seven, approximately one-quarter of the youth participating in "Save the Children" during the study period were repeating the Program. In answering Item twenty-eight, about ninety percent indicated they had volunteered to attend. Since this was a stipulation of the Agency's guidelines for participation, the fact that all eleven clients who responded negatively were from the John G. Richards campus may merit further investigation. Only sixteen percent of the respondents related that there was something additional they wanted to learn about prison life, and generally their written answers reflected curiosity about every day details. For example, one client stated "I wanted to find out how much stuff you can have in there and can you have your own money." Another asked, "Why do they have such little rooms and why (sic) can they see there (sic) family and get letters?"

ITEM No.	CONTENT	RESPONSES			
			Yes	No	No Ans.
27.	Is this the first time you have gone to the "Save the Children" Program	No. %	82 73.8	27 24.3	2 1.8
28.	Did you volunteer to go to the Program?	No. %	99 89.2	11 9.9	1 .9
29.	Was there anything about prison life that you wanted to find out but didn't ask? If yes, What?	No. %	18 16.2	88 79.3	5 4.5

Analysis of the "Other Comments" Section. It is important to note that some fifty-one clients, approximately forty-six percent of the total study population, were sufficiently motivated by the "Save the Children" experience to complete the optional "Comments" section. The large majority of these spontaneous comments were positive, and they seemed to reinforce certain pat-

terns observed in other parts of the questionnaire, as, for example, in responses to scale items relating to staying out of trouble with the law and wanting to help oneself. Generally, the statements reflected a feeling that "Save the Children" would have a positive impact on future behavior. Additionally, several youth expressed a desire to attend the Program again.

The comments reproduced below in unedited form are considered to be typical of the entire grouping. These also serve to illustrate the characteristic limitations in verbal skills which necessitated the greatest possible simplification in the language/format of the questionnaire and the precaution of administering the instrument out loud.

It's a good program and I learned alot about prison and I learned more about staying out of trouble. It made me realize just how bad I want to stay out of trouble.

It was a little scary but I think it might keep me from going to prison I felt that from what I saw I would not want to go there was a lot of unkool people and faggits there and I would not want to be an x convict I could not get a job and people would not hang around me.

I felt like going to CCI for the second time and talking with the inmate that I talked to the last time and talking to him again showed me that he has a lot of concern about me and told me a few things that I think can help me when I get out.

I like the tour and thought that it even would make somebody that had steel to live think twice about it an might even stop them

I like the Save the Childrens Programs. I think it would really impress the children and they would really understand what was going on with their promble so they could get help from their counselar.

I think this has taught me a lot. I am going to try my best to make something of myself. I am sure I am going to do it. They should send students there more often. I think it really helps a lot. This is a great program. I would like very much to go again.

SUMMARY AND CONCLUSIONS

In summary, analyzation of the initial section of the questionnaire, containing social and demographic items, revealed a population derived largely from the John G. Richards residential school. Most participants were at least fifteen years of age, and the group was relatively balanced with respect to race. Although the majority of respondents reported living with both parents, one-parent families also were represented substantially. Notably, just over half of the youth indicated that they had a close friend or relative serving time in prison.

Analyzation of responses to the program-specific items in Parts I, II, and III of the questionnaire revealed overall a very positive reaction to "Save the Children". In fact, many answers were so uniform that it was not necessary to analyze the data according to demographic or social variables.

The large majority of clients indicated that they were glad to have participated in the program and would want to recommend it to a friend. Many affirmed that they could identify with the inmates who conducted the sessions, particularly in terms of experiencing similar problems, and most participants felt that the inmates had been truthful in their revelations about prison life. A large proportion related that they felt they were more likely to stay out of trouble as a result of attending the Program, and indicated that "Save the Children" had encouraged them to help themselves. Even the fact that the majority of participants agreed that the Program was "scary," in itself, implies a positive effect, given the overall objectives of the Program.

Although the largest number of respondents chose "rapping with the inmates" as the most impressive component of the Program, many had difficulty prioritizing one special area, and, instead, mentioned the "whole" experience in a written response. Over half of the clients indicated that they would not change the Program, and most of the remainder favored making it tougher rather than easier on participants. The large majority of respondents seemed to feel the experience had satisfied their general curiosity about prison life.

Remarks recorded in the "Other Comments" section tended to reinforce the previous response patterns. The great majority of comments were very positive, and for the most part, reflected a feeling that "Save the Children" would have a favorable impact on future behavior. Some participants expressed a desire to attend the Program again.

Thus, "Save the Children" Program appeared to fare well in all major areas assessed, including the participant's ability to relate to the inmates, inmate credibility, and effectiveness of educational aspects. Although respondents appeared to view the prison environment negatively, they seemed to be impressed very favorably with the Program itself and the inmates who are involved in the sessions.

These results, however, require cautious interpretation for several reasons. Among concerns already expressed were the poor verbal skills characteristic of many respondents, as evidenced in their written comments. Another likely indication of this problem might be the number of items omitted entirely by certain clients, suggesting difficulty in maintaining pace with the group. It also is probable that testing conditions such as

physical proximity and uncontrolled group discussion during the questionnaire administration contributed to the consistency of responses. Additionally, the wording and structure of some items may have exaggerated the high level of positivism, since program-specific items tend to be weighted in that direction.

The apparent eagerness of many clients to express their feelings about "Save the Children" probably compensated in part for these limitations. A surprising proportion of the study population overall elected to add their own written comments to the questionnaire, and such spontaneous reactions may reflect the most valid assessment of the Program's preliminary impact. In addition, even though these comments might represent only the opinions of those youth best able to express themselves, during both questionnaire sessions observed by the researcher, all participants responded with enthusiasm, and many remained afterwards to discuss their experiences at greater length.

In conclusion, it must be emphasized that this report is not a Program evaluation. The questionnaire results indicated only that participants had a very favorable first impression of "Save the Children." The long range impact in terms of attitudinal and behavioral change must await implementation of a rigorous research design employing randomized experimental and control groups and pre- and post- treatment measures. Hopefully, such an evaluation will be undertaken in the near future by a graduate student who has agreed to assist the Program in this manner.

SAVE THE CHILDREN QUESTIONNAIRE

The questionnaire below will give you a chance to tell us how you feel about the "Save the Children" Program. We would like to have your honest opinion. Remember that this is not a test and there are no right or wrong answers. Since you do not put your name on the paper, none of the counselors will know which questionnaire you filled out, and what you say cannot affect your treatment here or the time of your release.

Before you begin the questions about "Save the Children," please tell us a little about yourself by circling the right response to these items:

- 1) Age: 12 13 14 15 16 17 18 2) Race: Black White Other
- 3) Sex: Male Female
- 4) Facility: John G. Richards Willow Lane Birchwood Youth Bureau
- 5) At home, you live with:
 Mother and Father Mother only Father only Other relatives Other
- 6) What school grade were you in at home? 3 4 5 6 7 8 9 10 11 12
- 7) Do you have any relatives or close friends in prison or jail now? Yes No
- 8) How many times, counting this stay, have you been committed to a DYS school?
 (do not count R & E or the Youth Bureau)
 Once Twice Three Times Four Times Five Times

PART I

Each statement below says something about the "Save the Children" Program. The statements will be read out loud to you to make sure you understand them. If you agree with the item being read, put an "X" in the box marked "Agree". If you are not sure how you feel about the item, put an "X" in the box marked "??". If you do not agree with what the items says, put an "X" in the box marked "Disagree".

Before you begin with statement number 9, look at the example below:

	AGREE	??	DISAGREE
I enjoy disco music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you like disco music you would answer this way. . .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you're not sure you like disco music you would answer this way.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you don't like disco music you would answer this way.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| 9) | The "Save the Children" Program was scary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10) | The "Save the Children" Program shook me up too much. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11) | I am glad that I went to the Program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) | I would tell one of my friends to go through the "Save the Children" Program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13) | Some of the inmates in the Program reminded me of myself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14) | The inmates had some of the same problems when they were kids that I have now | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15) | The inmates were telling us the truth about prison life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16) | The inmates made prison life seem tougher than it really is | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17) | "Save the Children" taught me some things about prison life that I didn't know before. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18) | "Save the Children" made me feel that I should stay away from drugs and alcohol in the future . . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19) | "Save the Children" made me want to stay out of trouble with the law. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20) | "Save the Children" made me think about finishing my education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21) | "Save the Children" made me want to help myself. . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22) | "Save the Children" made me realize that blaming things on the "system" is a copout | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23) | "Save the Children" made me realize that people who break the law end up in prison | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PART II

The three questions below are multiple choice. Circle the one answer which best describes how you feel about the question. If you do not agree with answer "A", "B" or "C", you should write in your own answer next to "D".

24) What part of "Save the Children" impressed you most?

- A. seeing what the cell blocks looked like
- B. rapping with the inmates
- C. seeing the "death house"/electric chair
- D. other (please write in) _____

25) How would you change the "Save the Children" Program if you could?

A. make it tougher

B. make it easier on the kids

C. wouldn't change it, it's a good program already

D. other (please write in as many things as you want) _____

26) What would scare you most about going to prison?

A. being locked up all the time

B. the threat of being beaten up

C. the threat of being sexually assaulted

D. other (please write in) _____

PART III

To answer the next three questions, circle "Yes" or "No". Then, use the rest of the space on this paper to write in any other comments you want to make about the "Save the Children" Program.

27) Is this the first time you have gone to the "Save the Children" Program? Yes No

28) Did you volunteer to go to the Program? Yes No

29) Was there anything about prison life that you wanted to find out but didn't ask?

Yes No If yes, what? _____

OTHER COMMENTS: _____

INSTRUCTIONS FOR ADMINISTERING THE "SAVE THE CHILDREN" QUESTIONNAIRE :

I. General Guidelines

- A. Time of Administration - Practical considerations dictate that Youth Bureau groups respond to the questionnaire immediately following the trip to CCI. To ensure comparability of data, it is requested that participants from DYS residential schools take the questionnaire within the 24 hour period following their visit to the program.
- B. Method of Administration - It is recommended that the questionnaire be administered to students in small groups, say 10-12 clients. All instructions and individual items are to be read out loud by the administrator. First reactions to the items are preferable, so you should not allow too much time on any one question.
- C. Handling Questions - Every effort has been made to simplify this questionnaire as much as possible, both in format and in the actual wording of questions. However, feel free to respond to any questions that the students may have as they are completing the questionnaire. If a student raises a question, repeat it so that the entire group hears it and answer as best you can.
- D. Returning the Questionnaire - Please return all questionnaires in a batch as soon as possible after each session along with the attached face sheet. The face sheet is to be completed by the person who administers the questionnaire. You should be as specific as possible in telling us about any problems you may have had in giving the questionnaire to the students. Also, please indicate on the face sheet any students who attended the program but were absent for the initial questionnaire administration, and remit their forms as soon as possible.

II. Specific Instructions

- A. Begin by reading paragraph 1 out loud to the students. Make sure that the students understand that they will be responding anonymously, and that we want their real opinion of the "Save the Children" Program.
- B. Items 1-8 request demographic-type information. Read each aloud and have the students circle the correct response.
- C. Items 9-23 (Part I) are presented in a scale format. Read aloud the instructions and work through the example with the students. Be certain that they understand how to designate positive ("agree"), neutral ("??") and negative ("disagree") responses. Then, read each item clearly but do not allow an excessive amount of time for response. We want the first reaction to these items.
- D. Items 24-26 (Part II) are multiple choice. The students should understand

that they are only to circle one answer. If a student does not agree with answer "A", "B", or "C", he may write in his own response in the space provided after "D". Again, read all items out loud, and allow enough time for those students who wish to write in their own answers.

- E. Questions 27-29 (Part III) are answered by circling "Yes" or "No". On question 29, if any student answers "Yes", they are asked to write in a specific response. Encourage the students to make any other comments they have about "Save the Children" in the space provided at the bottom of page 3.

This sheet is to be completed by the individual who administered the questionnaire, and returned along with all questionnaires to:

Trudie C. Trotti
Research Analyst
South Carolina Department of Youth Services
Research and Evaluation Unit
1720 Shivers Road
Columbia, South Carolina 29210

Name of Facility/Program which you represent: _____

Your name: _____ Phone Number: _____

Date of Attendance at "Save the Children": _____ Number of Clients: _____

Date of Questionnaire Administration: _____ Number responding: _____

1) Approximately how long did it take the students to complete the questionnaire?

Less than 30 minutes

30-40 minutes

More than 40 minutes

2) Did you have any problems in administering the questionnaire? Yes No

If yes, please explain in detail: _____

3) In your opinion, did the clients understand the language used in the questions and in the instructions? Yes No

If you answered "No", what in particular made you think they did not understand the questions?

NOTE: If you have any questions or problems that require an immediate response, feel free to call (collect) 758-6756.



"SAVE THE CHILDREN" QUESTIONNAIRE
SUPPLEMENTAL INSTRUCTIONS FOR ADMINISTRATION

The suggestions below are based on the comments of two Youth Counselors who have administered the questionnaire, observation of a group taking the questionnaire, and examination of actual student responses to the questionnaire.

1. Some of the students begin answering the questionnaire as soon as it is distributed and before instructions are read. Please ask them to wait until the entire group is ready to begin so that they will hear instructions and respond to the questions after they have been read out loud.
2. Some students are missing item number two, which asks that they indicate race - Black, White or Other. This is probably because item number two is placed to the right of item number one rather than below it. Please make sure all students see the item and circle the appropriate response.
3. It is likely that students will want to discuss their answers as they are taking the questionnaire. When there is a lot of discussion responses on all questionnaires tend to be the same - that is, we get a group consensus rather than the individual responses that we need. Please encourage students to remain quiet during the administration of the questionnaire and save any group discussion until after it has been collected.
4. Youth Counselors giving the questionnaire should circulate around the room. This is the best way to identify students who are having problems, to determine if you are going too fast or too slow, and so on.
5. As you collect the questionnaires glance over each paper quickly to see if the student has missed any items. Ask them to respond to all numbered items, but don't be concerned if there are no written comments at the bottom of the last page -- this section is optional.